

**MANSFIELD PUBLIC SCHOOLS**  
**June Progress Report Benchmarks**  
**Grade 4**

**Reading to Understand**

This marking period, students have continued to work on the independent application of reading skills and strategies. They use their knowledge of a variety of prefixes, suffixes (-less, -ness, -ion, -ous), and roots (graph, tract) to decode new words. Students read aloud grade-level text fluently and accurately, using appropriate pacing, phrasing, and expression. They adjust their reading rate to match the difficulty, type of text, and purpose for reading. Their understanding of new words continues to grow. Students use context clues to understand vocabulary words and phrases; identify words that have multiple meanings; and to determine the meaning of commonly confused words. Students can summarize the events, information and/or ideas in an informational piece, or the story elements in a narrative text. They can locate and use details to support a conclusion (e.g., evidence that a character is brave). Students can make valid inferences and justify their thinking by selecting evidence from the text. Cause and effect relationships in informational text can be recognized and explained. Students are able to read and demonstrate understanding of more complex texts with independence. They can differentiate between first and third person point of view and explain the difference. Elements of author's craft are identified and discussed. Students can use various resources and reference materials (e.g., glossary, dictionary, index, websites, and thesaurus). They are able to organize information in a graphic organizer for main idea/details, to compare/contrast plots, to identify cause/effect, and to sequence events.

**Writing to Communicate**

During this term, students continued to use the writing process to produce a variety of different pieces that are clear and show organization that is appropriate to the task, purpose, and audience. They have written organized opinion pieces on topics supporting a point of view with reasons that support the stated opinion; informative/explanatory texts to examine a topic and convey ideas and information, facts, definitions, and details clearly; and narratives about real or imagined experiences or events. Narratives include the effective use of techniques (narrator and/or characters, dialogue, descriptions, time-order words, and events). With some support from adults, students have used technology to produce and publish writing including short research projects. They are expected to spell assigned words correctly in all written work and use their knowledge of structural analysis to spell new words. Grade-level appropriate use of proper mechanics, word usage, spelling, and proofreading are applied when editing. Students reread work carefully in order to revise sentences for variety, change awkward language (e.g., sentence fragments, missing words, repetitive language, etc.), add needed details, and remove extraneous details. Text is rearranged to improve organization of a piece and to strengthen paragraphs when necessary. Students can discuss their own work and make revisions based on constructive suggestions. Manuscript and/or cursive penmanship should be legible. To ensure this, consistent letter formation, uniform size/proportion, consistent spacing between letters and words with uniform slant/alignment is expected.

**Mathematics**

By the end of the year in grade 4, students are expected to be proficient in knowing the basic facts for addition, subtraction, and multiplication (responds with correct answer in 3 seconds). They should be able to add and subtract up to 6-digit numbers with regrouping. Students continue to develop their knowledge of 2-digit by 2-digit multiplication. They learn to divide numbers into the thousands by 1-digit numbers, using strategies based on the relationship between multiplication and division, as well as on place value and the properties of operations. In geometry, students learned more about points, rays, line segments, and degrees of rotation, angle types (right, straight, obtuse, & acute), parallel and perpendicular lines, and line symmetry. This information strengthens their abilities describe and classify different types of triangles by side lengths and angle measures. They are learning to classify quadrilaterals based on their attributes. Students revisited the concepts of area and perimeter to solidify their knowledge of these concepts. Fractions are revisited when students collect and represent data measured in fractions of a unit on a line plot. They solve problems involving addition and subtraction of fractions using the line plot data.